DOCUMENT RESUME

ED 307 914 JC 890 273

AUTHOR Wilkinson, Donna; Green, Peggy
TITLE Increasing Institutional Effectiveness through Outcomes Assessment.
PUB DATE 89
NOTE 39p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Planning; Community Colleges; Course Descriptions; *Evaluation Criteria; Evaluation Methods; Mission Statements; *Organizational Objectives; *Outcomes of Education; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS *Broward Community College FL

ABSTRACT

In 1987, under pressure from its accreditation agency and the state, Broward Community College (BCC) initiated the Institutional Effectiveness and Assessment Project to improve the college through outcomes assessment. The project had four interrelated components: (1) a revision of BCC's mission statement to incorporate a new section on institutional values; (2) the Course Outline Review Project, which examined the purpose and expected educational results of individual courses; (3) the creation of 20 task forces to define expected outcomes for departmental units, such as the bookstore and library, and for associate degree and certificate programs; and (4) the formation of the Educational Planning Committee to recommend a college planning process and format for the resulting plan. After its second year of operation, the project had developed a revised institutional mission statement; had updated the content of 250 courses and revised course outlines to present objectives in the form of expected outcomes; had initiated a program of annual surveys of students, faculty, and administrators to assess their perceptions of campus services; and was on its way to presenting the college president with a model and timetable for the development of an educational plan. Appendixes provide a copy of the revised BCC Mission Statement, forms used in the revision of course outlines, a list of task forces, recommendations of the associate in arts degree/honors task force, survey instruments, the timeline of the Educational Planning Committee, a report on a study of the effects of remedial reading instruction on subsequent college-level course work, and a sample project newsletter. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED307914

INCREASING INSTITUTIONAL EFFECTIVENESS THROUGH OUTCOMES ASSESSMENT

Donna Wilkinson

and

Peggy Green

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D. Wilkinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paper presented at the 69th Annual Convention of the American Association of Community and Junior Colleges, Washington, DC, March 29-April 1, 1989.

BEST COPY AVAILABLE

JC 890 273

INCREASING INSTITUTIONAL EFFECTIVENESS THROUGH OUTCOMES ASSESSMENT

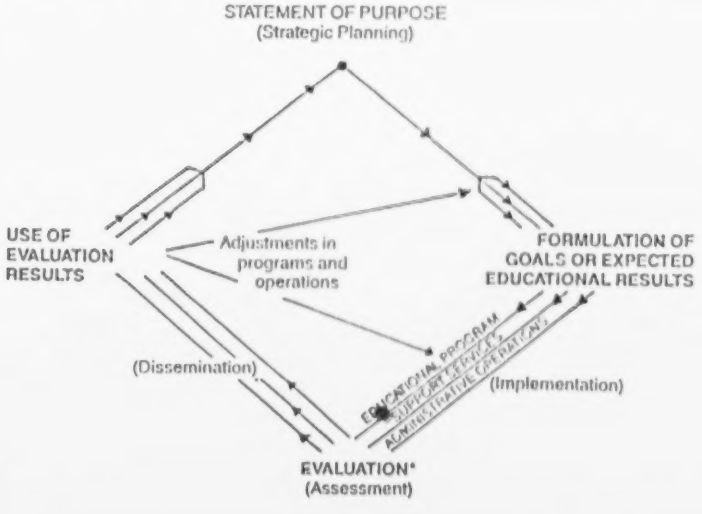
Donna Wilkinson and Peggy Green
Broward Community College
Fort Lauderdale, Florida

Before discussing ways of increasing institutional effectiveness through outcomes assessment, let us introduce Broward Community College. Founded in 1960, Broward Community College, one of the largest community colleges in the country, enrolls more than 60,000 students a year. The College serves the educational and cultural needs for a region which is known not only for its service and tourism industries but also for a rapidly expanding high-technology economic base.

Approximately 60% of the College's students seek A.A. degrees, which allow them to transfer to upper division status at colleges and universities throughout the United States. One of the requirements for that degree is an international component which may be fulfilled through coursework at the College or through participation in affiliated semester and summer programs abroad. BCC's commitment to excellence is reflected in the fact that the Honors Institute has been ranked among the top five nationwide for the past several years and in the reputation of its exemplary technical programs in the health sciences and in automotive technology.

Pulling together the various interest groups in a multi-campus institution this size has posed quite a challenge for the Institutional Effectiveness Project over the last two years. The diagram of the components of a planning and evaluation process below, however, was of considerable help in conceptualizing what we wanted to do; it comes from page 6 of the Resource Manual on Institutional Effectiveness issued by the Commission of Colleges of the Southern Association of Colleges and Schools (SACS).

Figure 1
Components of a Planning and Evaluation Process



While SACS will not prescribe an institution's planning and evaluation process, the association does recommend that such a process include the four elements on the diagram: a statement of purpose, the formulation of goals or expected educational results, an evaluation of the accomplishment of those results, and the use of those evaluation results in subsequent planning and program modification. These four elements are at the core of the Institutional Effectiveness Project at BCC.

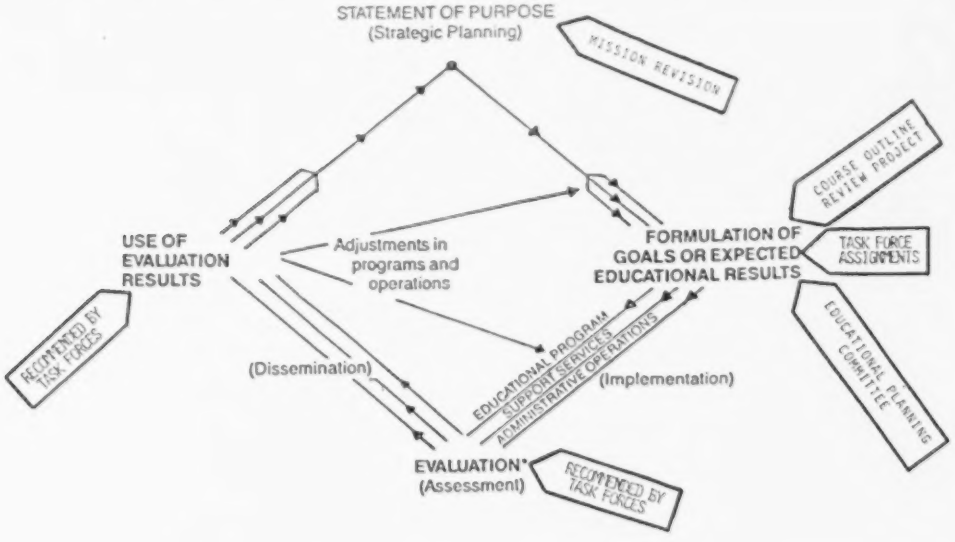
In the past, Broward has been fairly traditional in its approach to institutional self-study, which has been synonymus with about a year and half of frenzied activity followed by an exhausted sigh of relief that it was finally over. However, as a result of the new emphasis on institutional effectiveness, we have had to rethink how to approach reaffirmation and how to monitor the concepts embodied in the criteria. And so our thoughts turned to measuring our performance against our mission.

SACS, however, was not the only voice urging the College to assess its performance. Florida has been a leader in pushing its colleges and universities in that direction. For example, students seeking admission to upper division status at the state universities in Florida must pass the state-mandated College Level Academic Skills Test, the CLAST. Passing this test of math, reading, English, and composition skills is also a requirement for the A.A. degree. In addition, an annual state articulation report provides performance data on transfer students at the state universities, and Florida requires follow-up study of A.S. degree students.

With SACS and the state both emphasizing performance criteria, in 1987, six years prior to our next accreditation review, the president endorsed a three-year project, the Institutional Effectiveness and Assessment Project, that is changing how the College views self-evaluation. But BCC did not suddenly embrace institutional effectiveness just because the president endorsed and funded the concept. We had to work through those same obstacles that face other institutions of higher education -- complaints that there's no time, there's no money, it's not worth doing, and it's only a fad and therefore not to be taken seriously. And we had find our own group of "champions" to get us going, had to concentrate on remaining flexible throughout the planning and implementation stages, and had find meaningful projects that would build ownership of the process.

Figure 2 below illustrates the meaningful projects that we established at BCC in order to build that ownership of the process.

Figure 2
Projects for Increasing Institutional Effectiveness



The arrows surrounding the diagram identify those projects, the four items that this paper explores in some detail. These four projects are the Mission Revision, at the top of the diagram; the Course Outline Review Project on the right-hand side; the Task Forse Assignments, included at three points on the diagram; and the Educational Planning Committee, also on the right. These four projects are moving our College towards improved institutional effectiveness through outcomes assessment.

The Resource Manual on Institutional Effectiveness, mentioned earlier as the source of this diagram, was extremely helpful in conceptualizing what needed to be done to initiate some planning and evaluating processes at BCC. Also helpful at the outset was Building Communities: A Vision for a New Century, the report of the American Association of Community and Junior College's Commission on the Future of Community Colleges; chaired by Ernest Boyer, this Commission developed 63 recommendations about issues that would impact the future of community colleges.

MISSION REVISION

The first of these four projects -- Mission Revision -- took the College on a search for a clear statement of institutional purpose. Because Building Communities

examined students, faculty, curriculum, instruction, campus/ community partnerships, leadership, and assessment, that report served as a resource for the 63 faculty and administrators who kicked off phase one of mission revision. At a day-long retreat to a local hotel in May and under the direction of two consultants, Cynthia and Robert Vance of Strategics International, Inc., in Miami, this group began by examining dominant trends in community colleges and challenges facing them and then focused on future directions, values, and college functions. At the beginning of the fall term, the 18-page report of that day's discussion was distributed to all College employees along with worksheets and suggestions for how to transform the consultants' report into a mission statement. Furthermore, all employees were given an opportunity to meet with the Director of Institutional Effectiveness and Assessment or her delegate to discuss mission revision.

In November materials generated through this process were used to develop a draft of a revised mission statement. That draft included the usual details of the College's governance, its history, the types of students it attracts, and its major functions, as well as a new emphasis on values in a section labelled "Philosophic Intent." This draft was distributed to all College employees for review. A second draft was then based on the reactions received to the first version. This revision was presented to the president in December and discussed at a Board of Trustees workshop session in January. In response to the discussion at that time, a third draft was prepared for submission to and adoption by the Board at their February meeting. That statement is included in Appendix 1.

In terms of outcomes assessment, the seven functions listed under "Mission" are of most interest to us. Progress towards excellence in Items #1-#3, the A.A. Program, the A.S. Program, and the Certificate Programs, can be assessed to some extent through several stated-directed efforts, including CLAST testing, articulation reports on the performance of BCC graduates at the state universities, and follow-up studies of graduates on the job. Our Institutional Research Department helps track progress on Item #4, college-preparatory instruction. Task forces, to be discussed shortly, have been extremely helpful in developing outcome assessments measures for the other areas of cultural affairs, international education, and student development.

COURSE OUTLINE REVIEW

The second component of the institutional effectiveness endeavor, the Course Outline Review Project, looks at purpose and expected educational results at the course

level. BCC is currently in the second year of a three year project to revise all College course outlines.

The process began when the learning outcome philosophy was discussed at a faculty meeting. Written materials were distributed to further educate the faculty regarding the "how" and "why" of the course outline review process. A standard format for the revised outlines, developed by one of the curriculum directors working with a Faculty Senate committee, was offered for review by the faculty and ultimately adopted. The cover sheet and an outline of the content are included in Appendix 2. Next, the curriculum directors met with department heads in each discipline from all campuses to set up a schedule for reviewing outlines in each area over the next three years. With over 1225 courses at the institution, the enormity of the task is apparent.

The Director of Institutional Effectiveness and Assessment sent out requests to department heads on all campuses prior to each term requesting identification of faculty who would be participating that term along with a convenient date and time to meet at Tigertail Lake, a recreational and meeting facility owned by the College. This location had been chosen as a neutral meeting ground which is isolated from the interruptions of a campus location and is conducive to free thought because of its relaxed atmosphere. Feedback from faculty was used in planning the most convenient time for them to meet.

Packets containing a current outline for the course, cover sheet, guidelines for rewriting the course objectives in outcome form, and worksheets were sent to all participants prior to the meeting. During the revision meetings, some groups chose to input the new outline directly into the computer using a stylesheet developed on Microsoft Word. By gathering around the monitor, everyone could review the outcomes as they were written. A hard copy could then be circulated to college-wide faculty without the time delay necessary to retype handwritten worksheets.

Department heads attended these meetings as resource persons. They gave an overview of the process, proposed compromises, kept the group on task, helped maintain a positive attitude, and encouraged the free exchange of ideas. At times they were also able to share approaches taken by faculty working on other courses. For example, learning how chemistry faculty had written course outlines for their laboratory courses by defining the core of the concepts and procedures covered without spelling out particular lab exercises was helpful to the physics committee. Such an approach solved the problem caused by variations in experiments due to differences in equipment and facilities in the labs on the three campuses.

After one or two meetings, the rough draft of the revised outline was usually completed and ready to be circulated among faculty in that discipline for feedback. If revisions were suggested, a meeting was held to complete the final draft. The revised course outline was then copied and sent to twenty locations throughout the College to be placed in red binders accessible to faculty, administrators, and students. These locations include: Counseling and Advising, the Vice President of Academic Affairs, Curriculum Directors, Academinc Deans, Department Heads, Cooperative Education/Experiential Learning, and Institutional Effectiveness. Upon completion of the project, a full set of course outlines in twelve three-inch binders will be placed in each campus library.

Initially, a number of the faculty expressed a lack of enthusiasm for the process. Some viewed the project as "unnecessary paperwork;" others were "not interested in working with colleagues on other campuses who may want to do things differently," or suggested that "academic freedom is being endangered by this uniformity." As these points were brought up at the Faculty Senate, faculty meetings, or even at Tigertail workshops, open discussion of such feelings was encouraged, and the goal of continuity of instruction, rather than regimentation, was stressed. Those faculty who had contributed to the first round of course outline reviews shared their positive experiences with colleagues, however, and by the time the first group of participants was surveyed to determine their reactions to the process and their suggestions for change, the initial inertia had been overcome.

Throughout the process, the resolution of conflicts and problems centered around a willingness to be flexible and patient in finding solutions. For example, when faculty in a particular discipline discovered that they held very diverse philosophies, initial meetings were held to discuss those differences before the outlines themselves were addressed. In addition, schedules were always done in pencil, and feedback from participating faculty was collected and used in future planning. Furthermore, since the same procedure did not fit the needs of all departments, adjustments were made so that a few departments worked on a campus location rather than at the Tigertail facility. Also, some departments, such as Business, chose to review entire programs (Banking, Accounting, Real Estate, etc.) in a single term so that faculty in Business worked on more outlines in one semester than did their colleagues, who generally reviewed one course at a time. Lastly, the standard format used throughout the college could not be applied to all areas. Since the language of the course outlines for the Criminal Justice Institute is set by state law, a new cover sheet was merely appended to the established outlines.

As a result of the Course Outline Review Project, the College has thus far updated content of two hundred fifty courses and produced outlines which are a true reflection of what is being taught in each course. Because courses which are no longer taught are being deleted from the College Course Dictionary, three dozen have already met this fate, the catalog now more accurately reflects the available courses.

But the overall impact of the work at Tigertail goes beyond course content. Questions which were raised when faculty considered various courses have stimulated discussions about the curriculum. In the Science Department, for example, a committee to review first the science general education requirement and ultimately the entire science curriculum has been initiated. Furthermore, faculty have gained enthusiasm by interchanging ideas with colleagues who teach the same courses on the other campuses. What was initially perceived as a threat became a source of enrichment, and as a result, mutual respect between faculty on different campuses has grown. At the same time, competition between compuses is giving way to cooperation. For the first time, for example, college-wide zoology and botany field trips have been planned and conducted. Finally, through these workshops, many faculty have discovered Tigertail. A number of faculty have begun using the family recreational facilities on the weekend and English faculty, who perceived it is an environment conducive to stimulating free thought, have scheduled creative writing classes at that location.

In a videoconference last fall, Ernest Boyer remarked that "our shared vision is more important than our differences." Through the Course Outline Review Project, as well as the revision of the mission, BCC has certainly had ample opportunity to discover that truth firsthand. And to a great extent, the feeling of community that this discovery has brought is as important to the College as the statements that have been put on paper.

Now that the College has a revised mission statement, course outline review in the future will take on an added dimension as we strive to reflect BCC's philosophic intent in the specific learning outcomes. Bold statements, such as the College "aspires to empower students with the critical thinking and problem-solving skills, global perspective, clarified values, and creativity that will enable them to make moral choices and ethical decisions," need to become more than text in the catalog; development of these skills must be reflected in the courses offered. So the next time a group sits down to review a course outline, their packets will include portions of the revised mission statement as well as those items previously mentioned.

TASK FORCES

The third component of the Institutional Effectiveness Project is the task force assignments. The twenty task forces that have been identified in four of the vice presidental areas -- Academic Affairs, Administrative Services, Business Affairs, and Development -- are listed in Appendix 3. For the most part, the task forces look at departmental units, such as the Bookstore, Library, or Information Systems. Under Academic Affairs, however, are also A.A., A.S. and Certificate Programs in order to link specific learning outcomes at the course level to the global outcomes at the College level through an intermediate definition of expected educational outcomes at the degree and certificate levels. Eleven of these groups have completed their assignments, four are currently in session, and the remaining six will meet during 1989-90.

The list of task forces reflects the efforts made in only four of the five vice-presidential areas. The fifth area, Student Affairs, is following a slightly different format for developing effectiveness measures. Student Affairs has just completed its second annual volume of goals and strategics for each of its departments. This year's edition is 82 pages long. During each of the next three terms, a few of these departmental documents will be reviewed by outside consultants before institutional effectiveness plans are presented to the president from the student affairs area.

The charge given to these groups of 5-12 people is to review the purpose and expected results for the area under consideraton, to determine how to establish that these expectations are being met, and to establish an on-going evaluation and planning process. In actuality, the task forces, made up of faculty, staff and administrative volunteers from throughout the College, tend to be very pragmatic in their approach and to develop recommendations not only related to their specific charge but also directed towards alleviating current problems, such as student confusion over refund and buy-back policies at the bookstore and ways of acquainting faculty with additions to the resources in the libraries and the learning labs.

Although the College has an abundance of individual job descriptions , this effort marks the first attempt to establish expected outcomes for service areas at a departmental, rather than an employee, level, and this attempt to deliver periodic feedback from the users of the services has generally met with a warm reception.

Appendix 4 illustrates a list of recommendations made by one task force. There you will readily discern the task

force's focus on mission, evaluation of outcomes, and on-going planning. After the recommendations of a task force are discussed by the cabinet and accepted by the president, the Director of Institutional Effectiveness then works with the appropriate vice president on implementation. In this role, she may design brochures, administer surveys, or simply hound people until they follow-through on the recommendations. One year after a task force has submitted its report, the group will be reconvened to discuss the impact of its recommendations and evaluate the need for modification.

Appendix 5 is the first edition of the annual Student and Faculty/Administrator Surveys of Campus Services developed jointly by the task forces that met last spring. These surveys were administered last fall to a sample of 1000 students or to all full-time faculty and administrators, as appropriate. Since a number of task forces that have concluded their deliberations since then have also developed survey questions, a second annual survey will be developed for administration in the spring. Currently, the survey results are entered onto SPSS-PC in the Institutional Effectiveness Office via a data entry program set up by the office of Institutional Research.

Not all Task Force surveys, however, become part of the annual questionnaires. The Honors Task Force developed a three-part evaluation of the Honors Institute so that each spring the Director of Institutional Effectiveness and Assessment surveys students currently enrolled in honors classes, honors students planning to graduate in May, and alumni in their junior year at the University. These results are then analyzed with dBase III Plus.

One of the overall goals of this institutional effectiveness effort at BCC is to create an atmosphere where people will feel free to ask the questions that went unasked in the past and to create an institution that is willing to change when evaluation results indicate a need to do so. Therefore, the College has established a commitment to institutional research to develop further understanding of student progress and ultimately a more comprehensive view of student success at the College. In the past year positions have been added to the Institutional Research Department to enable it to answer questions as they arise. The Institutional Research Report Abstract in Appendix 6 gives a sense of how the Institutional Research Department supports the College in this effort.

EDUCATIONAL PLANNING COMMITTEE

The fourth and final component of the Institutional Effectiveness Project is the Educational Planning Committee, whose charge is to develop a format for a BCC Educational

Plan and a process for developing it. The operating assumptions established by this group last January are listed below:

1. The Mission Statement guides and directs the educational plan.

2. Within legal parameters, the educational plan guides Broward Community College.

3. The educational plan deals with all educational activities, not just academic activities.

4. Other plans support and are responsive to this educational plan.

5. The committee will use all relevant information necessary to evaluate and formulate the goals of the educational plan.

6. The educational plan will be the standard by which institutional effectiveness is measured.

7. The educational plan will provide direction for all components in developing their own goals, objectives, and strategies for implementation and evaluation.

8. The educational plan will be the basis for the ongoing self-study process of Broward Community COllege.

9. The plan will envision preferred futures for the institution.

Items #6-#9, in particular, establish the significance of this plan for the institution.

Appendix 6 contains the committee's timeline. Phase I, Exploration, was a period of considerable frustration as the group tried to come to grips with its assignment. They had difficulty conceptualizing an educational plan or even finding an available plan that would lend itself to adaption. Putting the assumptions on paper at the outset of Phase II, however, seems to have helped the group to focus on the task at hand. Also, spending a half day with Tom Delaino, who led Santa Fe Community College in Gainsville, Florida, through the process of developing its educational plan, was of considerable help in enabling the group to relate to how another institution had tackled this challenge. Now the committee is on its way to presenting the president a model and a timetable for the development of an educational plan.

The president has already endorsed the concept of establishing a standing committee next fall to implement the process of developing the plan; therefore, Phase III, the actual fleshing out of the model for the plan, will be turned over to that group. If that document is completed by Christmas, it will be available to guide the development of next year's budget. By identifying the College's areas of emphasis, such a document would facilitate priortizing departmental and campus budget requests and should result in a budgeting system based on a rational response to College Mission. Follow-up evaluation of change within those areas of emphasis should, over time, give the College some indication of how wisely it has invested its resources.

In closing, let us make just one more point about this project -- the need for good communications. Because the Office of Institutional Effectiveness is located in the Fort Lauderdale Administrative Center, it is frequently perceived as part of the "Ivory Tower" administrative team. Therefore, the director must work extra hard at helping people see what the office does at the institution and to realise the practical benefits of this project. Much of this communication takes place through a policy of sharing draft documents. As mentioned earlier, all employees received two mailings during mission revision. Similarly, all faculty and administrators have been involved in reviewing drafts of the A.A., A.S., and Certificate mission and outcomes statements. Also, department heads and the faculty senate president receive copies of the minutes of all task force meetings. And lastly, the "Connections" newsletter (a copy of which can be found in Appendix 7) informs the entire BCC community of institutional effectiveness activities. As evaluation results are generated this spring, "Connections" will become an important tool for sharing those results.

Dr. Donna Wilkinson is the Director of Institutional Effectiveness and Assessment at Broward Community College.

Mrs. Peggy Green is the Head of the Science Department at the College's North Campus.

This paper was presented in Washington, D.C., on March 30, 1989, at the 69th Annual Convention of the American Association of Community and Junior Colleges.

Appendix 1

Broward Community College Mission Statement

THE COLLEGE

Broward Community College provides higher education and technical and occupational training for the citizens of Broward County, its district by law. As the first public higher education institution in the county, Broward Community College functions as the principal provider of undergraduate higher education for the residents of Broward County. As one of twenty-eight community colleges in the Florida system, Broward Community College is designed to be a community-based institution that offers a comprehensive range of programs responsive to changes in the community and in technology. Where appropriate, these programs are articulated with the public school system, area vocational schools, and upper-level institutions to insure that students can move smoothly from one system to another.

Through this wide variety of degree and certificate programs and continuing education courses, the College attracts a great diversity of students, including individuals planning to complete a bachelor's degree program, people seeking to acquire job-entry skills, employees desiring to upgrade skills for promotion or career change, and individuals seeking education for their personal enrichment. From high school students who enroll in a course to accelerate their college education to retirees who return to education after decades devoted to other pursuits, a multitude of age groups is represented at Broward Community College. These culturally diverse students span the learning spectrum from developmental to gifted. The College's programs and services are designed to serve the community by meeting the higher education needs of all these individuals.

Serving as the principal entry level institution for higher education in its district, the College is also a source of cultural enrichment; a resource for community development, business, and industry; and an avenue for continued skill upgrading and enhancement and retraining. As a public comprehensive community college, the College serves well its role as a significant segment of America's higher education effort.

The College District Board of Trustees, the legal governing body for the operation of the College, serves as a corporate body with all powers necessary and proper for governance and operation. Trustees are appointed by the Governor, approved by the State Board of Education, and confirmed by the Florida State Senate. The College operates under statutory authority and the rules of the State Board of Education. The State Board of Community Colleges, which is subject to the overall supervision of the State Board of Education, is responsible for state-wide leadership in overseeing and coordinating the individually

governed public community colleges. Operational funding for college programs is provided by state appropriation and student fees. Construction and building maintenance funds are provided through state-wide capital outlay bonds, not through local property taxes.

HISTORY

In 1959, the Florida State Legislature authorized the establishment of the Junior College of Broward County. With the appointment of a local Advisory Committee under State Board of Education Regulations in October of that year, the College began to develop. Dr. Joe B. Rushing undertook his responsibilities as the first President on April 8, 1960. The following August, with an enrollment of 438 full-time students and 249 part-time students taught by 28 faculty, the College opened its doors in buildings formerly used by the Naval Air Station at the Fort Lauderdale/Hollywood International Airport. Students chose from 69 university parallel courses, mostly at the freshman level. From this beginning, the College has experienced solid growth in facilities, enrollment, and both quality and quantity of programs.

By September 1961, the College had grown to 1400 students and 70 faculty. Sophomore level courses and the first specialized courses in Business Administration were added to the curriculum. Also, a Branch Campus of the Junior College of Broward County opened at Dillard Comprehensive High School. During the third year of operation, the first Director of Technical Education was appointed, and an Early Admissions Program was begun.

When the first permanent buildings were completed in August 1963, the College moved to its present 152-acre Central Campus location on Southwest Davie Road in Davie. During the 1963-64 academic year, the Southern Association of Colleges and Schools gave the Junior College of Broward County "advance recognition" as an institution of higher learning. That academic year, the catalog listed the first courses in the Nursing program, and the College had the distinction of being one of the first two-year colleges in the nation to use its own airplane in its aviation program.

In August 1964, two-year technical programs were greatly expanded with the addition of Data Processing Technology, Ornamental Horticulture, Hotel-Motel Administration, Electronics Technology, Building and Construction Technology, Drafting and Design Technology, and Law Enforcement. With the development of two six-week summer sessions that year, the College moved to a new calendar of year-round operation. In December 1965, the College was accredited by the Southern Association of Colleges and Schools.

Dr. Rushing resigned as President in the fall of 1965. His successor, Dr. Myron Blee, assumed the presidency in December 1966 after Dr. Jack Taylor, Dean of Students, had served in the interim as the Acting President. During Dr. Blee's first year, the College employed 133 full-time instructors who not only taught university parallel and technical courses but also sponsored over three dozen scholastic organizations, professional groups, and clubs. The instructors also coached a dozen intramural activities as well as intercollegiate basketball, baseball, tennis, and golf.

When the Board did not renew Dr. Myron Blee's contract by June 30, 1967, Dr. Myron Ashmore, Superintendent of Broward County Schools, was also named Acting President of the College. Dr. A. Hugh Adams became the College's third President on April 15, 1968. The following month, in order to be compatible with State terminology, the College changed its name to Broward Junior College. In July, the Florida Legislature withdrew the state junior colleges from governance by the boards of public instruction, and the Advisory Board of Broward Junior College became the governing District Board of Trustees. That same year, representatives of the Broward County Chiefs of Police Association, the Broward County Board of Public Instruction, and Broward Junior College developed the concept for the Broward County Criminal Justice Institute, the nation's first program of comprehensive education for training the district's municipal, county, and state agents who deal with crime and the criminal.

The District Board of Trustees renamed the institution Broward Community College in September 1970 in order to reflect more accurately the comprehensive nature of the College's programs. That academic year BCC enrolled 6,600 full-time equivalent students. The following year, North Campus opened on Coconut Creek Boulevard in Coconut Creek, and the Hollywood Center was established on Johnson Street next to Memorial Hospital. During 1972-3, administrative offices were moved to the Fort Lauderdale Center on Las Olas Boulevard. That year BCC employed 243 full-time faculty and a considerable number of part-time instructors.

At the time of the 1973 Institutional Self-Study, technical and occupational programs enrolled over 30% of the students, and basic skills courses were offered in English, math, and biology. In addition, SPANS (a developmental program for students underprepared for college level work), Honors, Dual Enrollment, and Outreach programs were also available. Foreign study-travel tours began in 1974. During 1975-76, the first Open College courses were offered through the Community Services Department.

In 1976, the College signed its 99-year lease of Tigertail Lake on Ravenswood Road in Fort Lauderdale for various instructional and recreational purposes. The following year saw the establishment of the Division of International/Intercultural Education, which offered students the opportunity to study for a

semester in various countries, including Spain, England, and Israel. That same year, the Judson A. Samuels South Campus, named in honor of the former chairman of the District Board of Trustees, moved into temporary quarters in Pines Plaza, which continued to be used until the summer of 1988.

To meet the need for additional classrooms and offices for the Judson A. Samuels South Campus, the College leased space in the Great Valu on Pines Boulevard directly east of the Pines Center from 1978 to 1983. Completion of Phase III of the Criminal Justice Institute complex on Central Campus in 1978 marked the end of a construction project that had begun in 1972. On October 13, 1979, the Ralph R. Bailey Concert Hall on Central Campus celebrated its gala opening. The Judson A. Samuels South opened its first building at its permanent location on Pines Boulevard in Pembroke Pines in August 1980.

During 1980-81, the College served 12,379 full-time equivalent students. During Term III of that year, the Florida Public Employees Relation Commission certified the BCC chapter of the United Faculty of Florida. By 1981-82, the College faculty had grown to 262 full-time instructors and 490 adjuncts. From 1982 until 1988, the College offered classes and counseling/advisement services at the Von D. Mizell Center, located on Sistrunk Boulevard in Fort Lauderdale. At its December 1982 meeting, the Board of Trustees also approved the development of a similar package of counseling/advise-ment services to be offered on a part-time basis at the Carver Ranches Outreach Center in Hollywood. The joint BCC/South Regional Library opened on the Judson A. Samuels Campus in October 1983.

In July 1984, the State mandated a test of college-level communication and computation skills for all students seeking an A.A. degree or entry into the upper division of the State University System. Passing scores on this College Level Academic Skills Test are established by Florida statute. After Dr. Adams announced his intent to retire on December 31, 1986, Central Campus was renamed the A. Hugh Adams Central Campus in his honor.

The District Board of Trustees appointed Dr. Willis N. Holcombe President, effective January 1, 1987. That same month, the opening of University Tower expanded the instructional activity at the Fort Lauderdale Center. Later that year, BCC opened the North Area Outreach Center in Pompano Beach. The 1988 Florida legislature established the Florida--Israel Institute to be coordinated by Broward Community College and Florida Atlantic University to promote educational, cultural, and commercial linkages between Florida and Israel. In September 1988, the Buehler Planetarium re-opened after an extensive renovation that included installation of a state-of-the-art star dome and a Zeiss projector that doubled the number of available stars. That same month, Judson A. Samuels South Campus opened its modular complex, comprised of classrooms, faculty offices, and a pavilion. Headcount enrollment for Term I 1988-89 numbered 21,370, a 9.1

percent increase over the fall 1987 term. These students were taught by 294 full-time and over 450 part-time faculty.

PHILOSOPHIC INTENT

As an institution committed to the ideal of the worth and dignity of the individual, Broward Community College recognizes the religious, racial, and cultural diversity of its students and staff and endeavors to provide equal educational opportunity for all students. Furthermore, the College fosters the value of lifelong learning as it strives through teaching excellence to enable students to appreciate knowledge and to acquire an education which will assist them in assuming positive roles in a changing society. Believing that educated people should be guided in their behavior by decency and civility, the College values honesty, integrity, and social responsibility among both its staff and its students. Furthermore, it aspires to empower students with the critical thinking and problem-solving skills, global perspective, clarified values, and creativity that will enable them to make moral choices and ethical decisions in all aspects of their lives. In addition, the College embraces a commitment to American democratic values and culture, the principles of responsible citizenship, life enrichment, and self-awareness.

MISSION

The mission of Broward Community College is to provide all segments of the community with academic and technical educational opportunities through both traditional and progressive programs. Of primary importance in delivering these educational programs is the commitment to quality instruction delivered by a dedicated faculty engaged in continued professional growth.

As it fulfills its mission, the College is committed to responding to the cultural diversity of Broward County as the area expands. In support of its open-door policy, the College provides a variety of delivery systems and instructional modes to enable students to prepare for the future in accordance with their own individual abilities, needs, and interests. The College is also committed to providing special academic support services to the disabled. In its role as an institution of higher education and in its effort to be a premier teaching institution, Broward Community College is dedicated to fulfilling the following major functions:

1. To serve as an entry-point for baccalaureate degree programs by providing the first two years of a four-year curriculum through a program of general education that stresses historical, social, ethical, and global perspectives; communication and computation skills; the sciences; an appreciation of the humanities; and physical itness.

2. To prepare individuals for employment through a variety of specific programs in the general areas of business and management, the health sciences, the engineering and industrial technologies, and public service.

3. To provide continuing education that meets the needs of business, industry, the professions, and government to enhance employee skills while also serving individuals seeking to maintain their competencies, upgrade their skills, change occupations, or enrich their lives through lifelong learning programs.

4. To provide college-preparatory instruction for those students who need to enhance their basic academic skills prior to attempting college-level work.

5. To serve as a cultural center for Broward County by providing a wide variety of quality visual and performing arts programs and activities which educate, entertain, enrich lives, and elevate the human spirit.

6. To provide international and intercultural educational experiences to help students develop perspectives that will enable them to function effectively in a multicultural environment and in an interdependent world. To pursue linkages with educational institutions and agencies in other countries in order to provide for an academic interchange and to assist each other in achieving educational objectives for the improvement of higher education on a global scale.

7. To provide current and prospective students a full range of student development and academic support services which are proactively available both on the College campuses and in the Broward County community.

Course Outline

Broward Community College

COMMON COURSE NUMBER: _____

COURSE TITLE: _____

PREREQUISITE(S): _____, _____, _____

COREQUISITE(S): _____, _____, _____

CREDIT HOURS: _____

CREDIT HOUR BREAKDOWN:

Lecture/Discussion: _____

Laboratory: _____

Other _____: _____

CONTACT HOURS/WEEK: _____

CATALOG COURSE DESCRIPTION:

UNIT TITLES:

EFFECTIVE PCI DATE _____ REVIEW DATE _____

Page _____ of _____

Appendix 2 (Continued)

Outline of Content

I. **Course Overview:**

Upon successful completion of this course, students should be able to ....

II. **Unit Title:**

General Outcome:

The students should be able to ....

Specific Learning Outcomes:

Upon successful completion of this unit, students should be able to:

III. **Special Student Projects:**

Appendix 3

Task Forces

Academic Affairs:

- **1. A.A. Program/Honors
- **2. Libraries and Learning Resources
- **3. International Education
- *4. A.S. Program/Certificates
- *5. Continuing Education and Community Service
- 6. Special Projects (Center for Corporate and Industries Services, Institutional Effectiveness Project)
- 7. Alternative Learning Systems (Cooperative Education and Experiential Learning, Open College, Weekend College, Dual Enrollment)

Administrative Services:

- **1. Information Systems
- *2. Institutional Research

Business Affairs:

- **1. Bookstore
- **2. Food Services
- **3. Purchasing
- **4. Printing and Graphic Arts
- *5. Physical Plant
- 6. Facilities, Construction, Renovation, Remodeling
- 7. Comptroller

Development:

- **1. Grants
- **2. College Relations
- **3. Cultural Affairs
- 4. Alumni

* Currently in session
** Report completed

Appendix 4

Recommendations of the A.A. Program/Honors Task Force

The A.A. Program/Honors Task Force recommends the following:

1. That the College accept Attachment A as the mission statement for the A.A. Program.

2. That the College accept Attachment B as the expected educational results for the A.A. Program.

3. That the College appoint an ad hoc committee to revise the current General Education Requirements so that the expected educational results for the A.A. Program are attainable at BCC.

4. That the College accept Attachment C as the statement of purpose and expected results for the Honors Institute.

5. That the College accept Attachment D as the expected educational results for the Honors Institute.

6. That the College accept Attachment E as the evaluation form for alumni of the Honors Institute. This survey should be administered by the Director of Institutional Effectiveness to graduates of the Institute during March of their junior year at the university and results sent to the Director of the Honors Institute and to the Honors Advisory Committee.

7. That the College accept Attachment F as the evaluation form for the Honors Institute. This survey should be administered to second-semester sophomores by the Director of Institutional Effectiveness with results sent to the Director of the Honors Institute and to the Honors Advisory Committee.

8. That the Honors Institute accept Attachment G as a supplement to the standard "Student Opinion of Instruction."

9. That the Director of the Honors Institute meet annually with the Honors Advisory Committee to evaluate survey results and the Institute's success in achieving its expected outcomes and to set goals accordingly.

10. That copies of survey results be sent to academic deans, to department heads, and to curriculum directors.

Broward Community College
STUDENT SURVEY OF CAMPUS SERVICES

Please take a few moments to complete this survey in order to help your campus operation improve its services to you. IF ANY QUESTIONS ARE NOT APPROPRIATE TO YOUR SITUATION, DO NOT RESPOND. Please CHECK the following which apply to you.

Please indicate the number of semesters (terms), including the current one, that you have been enrolled at BCC _____.

ATTENDING MAINLY:

- ☐ Day time
- ☐ Evening
- ☐ Weekend
- ☐ Full-time
- ☐ Part-time

MAJORITY OF CLASSES HELD:

- ☐ North Campus
- ☐ Central Campus
- ☐ Fort Lauderdale Center
- ☐ South Campus

ATTENDING:

- ☐ BCC
- ☐ High School
- ☐ Other

DEGREE SOUGHT:

- ☐ Associate in Arts (A.A.)
- ☐ Associate in Science (A.S.)
- ☐ Certificate
- ☐ Not seeking degree or certificate

FOOD SERVICES

Please CHECK your response. (IF ANY QUESTIONS ARE NOT APPROPRIATE, PLEASE GO ON TO THE NEXT QUESTION.)

1. How often do you purchase a meal on campus each month?

   ☐ Never ☐ Once or two times a month ☐ Once a week ☐ Two or three times a week

2. What changes would encourage you to buy **more** meals on campus each month?

   - ☐ Different kinds of food (list below under "Suggestions & Comments")
   - ☐ Lower prices
   - ☐ Extended operating hours for lunch
   - ☐ Extended operating hours in the evenings
   - ☐ Extended operating hours on weekends
   - ☐ More advertising, marketing
   - ☐ None
   - ☐ Other _____

Please rate your campus food service operation by CIRCLING the appropriate response.

3. FOOD (RATING: 1 - Poor; 7 - Excellent)

Overall Quality	1	2	3	4	5	6	7	Variety of food offered	1	2	3	4	5	6	7
Taste and flavor	1	2	3	4	5	6	7	Temperature of hot food	1	2	3	4	5	6	7
Price and value	1	2	3	4	5	6	7	Temperature of cold food	1	2	3	4	5	6	7
Appearance of food offerings	1	2	3	4	5	6	7								

4. SERVICE

Speed of service	1	2	3	4	5	6	7	Friendliness of service personnel	1	2	3	4	5	6	7
Courtesy and helpfulness of service personnel	1	2	3	4	5	6	7	Appearance of service personnel	1	2	3	4	5	6	7

5. PLACE/ATMOSPHERE

Attractiveness of food display	1	2	3	4	5	6	7	Appearance of serving area	1	2	3	4	5	6	7
Cleanliness of serving area	1	2	3	4	5	6	7	Appearance of dining area	1	2	3	4	5	6	7
Cleanliness of dining area	1	2	3	4	5	6	7	Atmosphere of dining area	1	2	3	4	5	6	7

6. OVERALL RATING

Overall value: getting what you pay for	1	2	3	4	5	6	7	My general feeling is that this food service is	1	2	3	4	5	6	7
For my needs, the hours of operation are	1	2	3	4	5	6	7								

7. SUGGESTIONS/COMMENTS: (such as types of food you would like to see offered) _____

BOOKSTORE SERVICES

Please CHECK your response. (IF ANY QUESTIONS ARE NOT APPROPRIATE, PLEASE GO ON TO THE NEXT QUESTION.)

1. How often do you browse/shop at your bookstore?

☐ Daily ☐ 7-9 times per semester ☐ Other _____
☐ 1-3 times per semester ☐ 10-12 times per semester _____
☐ 4-6 times per semester ☐ 13-15 times per semester _____

2. What has been your experience with textbooks for your classes?

☐ All my textbooks have arrived on time. ☐ My texts typically arrive during the first week of class and cause few problems.
☐ Occasionally a text has arrived late. ☐ My texts typically arrive late and cause severe problems.

3. How would you describe the prices of the following:

Supplies:	☐ Too high	☐ High	☐ About right	☐ Below average
Used Texts:	☐ Too high	☐ High	☐ About right	☐ Below average
New Texts:	☐ Too high	☐ High	☐ About right	☐ Below average

Use the following scale to respond to Question 4. CIRCLE the appropriate number.

4. Rate your campus Bookstore on: (RATING: 1 - Poor; 5 - Excellent)

Providing textbooks and supplies	1	2	3	4	5	Courtesy of staff	1	2	3	4	5
Resolving any problems	1	2	3	4	5	Salespeople's knowledge	1	2	3	4	5
Assistance on telephone	1	2	3	4	5	Salespeople's helpfulness	1	2	3	4	5

5. Have you ever sold your used textbooks to your campus bookstore? ☐ YES ☐ NO

6. Do you understand the difference between **REFUND POLICY** for the return of books purchased for the current term and the **BUYBACK POLICY** for used books? ☐ YES ☐ NO

7. Do you think your campus bookstore's **REFUND POLICY** is fair? ☐ YES ☐ NO

8. Do you feel secure shopping at your bookstore after dark? ☐ YES ☐ NO

9. Are you sufficiently aware of your campus bookstore's hours so that you can inform other students of the specific times when it is open? ☐ YES ☐ NO

10. Do your campus bookstore's hours meet your needs? ☐ YES ☐ NO
If NO, what hours would you recommend? _____

11. Additional comments about your bookstore _____

_____

_____

LIBRARY SERVICES

Please CHECK your response. (IF ANY QUESTIONS ARE NOT APPROPRIATE, PLEASE GO ON TO THE NEXT QUESTION.)

1. Do your college courses typically involve use of the library? ☐ YES ☐ NO

2. Are the books sufficient to complete assignments? ☐ YES ☐ NO
If NO, what areas are deficient? _____

3. Are the magazines sufficient to complete assignments? ☐ YES ☐ NO
If NO, what areas are deficient? _____

4. Have you asked for assistance in using library's resources? ☐ YES ☐ NO
If YES, was that assistance provided courteously? ☐ YES ☐ NO
Was that assistance helpful to you? ☐ YES ☐ NO

5. Have you found it easy to get help:
In using the Card Catalog? ☐ YES ☐ NO
In using the Magazine Indexes? ☐ YES ☐ NO
In locating books on the shelves? ☐ YES ☐ NO

6. Are your campus library hours sufficient to meet your needs? ☐ YES ☐ NO
   If NO, when would you like the library open? _____

7. Is the atmosphere in the library conducive to using the materials? ☐ YES ☐ NO
   If NO, why not? _____

8. Do you use other area libraries for college course assignments? ☐ YES ☐ NO
   Which ones? _____
   Primary reason for using them _____

9. Based upon your own experiences, please rate the overall quality of your campus library in the following areas: (Please CIRCLE)

Book Collection	Excellent	Good	Fair	Poor
Periodical Collection	Excellent	Good	Fair	Poor
Staff	Excellent	Good	Fair	Poor
Facilities	Excellent	Good	Fair	Poor

10. How important was library orientation to your understanding of how to use your campus library?
    (RATING: 1 - Not Important; 2 - Somewhat important; 3 - Very Important) 1 2 3

11. How important to your coursework is each of the following:
    (RATING: 1 - Not Important; 2 - Somewhat important; 3 - Very Important)

Card Catalog	1	2	3
Periodical Indexes	1	2	3
Vertical Indexes	1	2	3
Career Library	1	2	3
Reserve Collection	1	2	3

12. Additional comments about your library _____

_____

_____

_____

LEARNING LABORATORY

Please CHECK your response. (IF ANY QUESTIONS ARE NOT APPROPRIATE, PLEASE GO ON TO THE NEXT QUESTION.)

1. Do any of your college courses require use of the Learning Lab? ☐ YES ☐ NO

2. Which of the following Learning Labs have you used?
   - ☐ Writing Lab
   - ☐ Math Lab
   - ☐ Computer Lab
   - ☐ Reading Lab
   - ☐ Modern Languages Lab
   - ☐ Other _____

3. Please check the Learning Lab you have used the most.
   - ☐ Writing Lab
   - ☐ Math Lab
   - ☐ Computer Lab
   - ☐ Reading Lab
   - ☐ Modern Languages Lab
   - ☐ Other _____

PLEASE RESPOND TO THE FOLLOWING QUESTIONS FOR THE LEARNING LAB YOU HAVE USED THE MOST.

4. If you use the lab voluntarily, why do you use it?
   - ☐ To Work with Tutors
   - ☐ To Use the Equipment
   - ☐ To Use the Materials
   - ☐ To Study

5. Are you able to find materials relevant to your course work? ☐ YES ☐ NO
   If NO, what areas have you found deficient? _____

6. Are sufficient copies of the materials you request available? ☐ YES ☐ NO
   If NO, what materials are lacking? _____

7. Are sufficient pieces of equipment you need available? ☐ YES ☐ NO
   If NO, what equipment is lacking? _____

8. Is the equipment in your campus lab in good working order? ☐ YES ☐ NO
   If NO, which pieces need repair? _____

9. Have you requested assistance in using the Learning Lab? ☐ YES ☐ NO
   If YES, was the assistance done in a courteous manner? ☐ YES ☐ NO
   Was the assistance helpful? ☐ YES ☐ NO

10. Are the lab hours sufficient to meet your needs? ☐ YES ☐ NO
    If NO, when would you like the lab open? _____

11. Is the atmosphere at your campus lab conducive to using the materials and equipment? ☐ YES ☐ NO
    If NO, why? _____

12. Is the lab kept clean? ☐ YES ☐ NO

13. Have you participated in the lab orientation program? ☐ YES ☐ NO
    If YES, was it helpful to you? ☐ YES ☐ NO

14. Are adequate lab personnel available to you when you:
    Request materials from the front desk? ☐ YES ☐ NO
    Seek tutoring assistance in math? ☐ YES ☐ NO
    Seek tutoring assistance in writing? ☐ YES ☐ NO
    Need help in using equipment? ☐ YES ☐ NO

15. Based upon your own experiences, please rate the overall quality of your campus Learning Lab on the following:

Materials Collection	Excellent	Good	Fair	Poor
Equipment	Excellent	Good	Fair	Poor
Staff	Excellent	Good	Fair	Poor
Facilities	Excellent	Good	Fair	Poor

10. Additional comments about your campus Learning Lab _____

_____

_____

_____

THANK YOU FOR RESPONDING TO THIS SURVEY!
Your assistance is greatly appreciated.

Broward Community College
FACULTY/ADMINISTRATOR SURVEY OF CAMPUS SERVICES

Please take a few moments to complete this survey in order to help your campus operation improve its services to you. IF ANY QUESTIONS ARE NOT APPROPRIATE TO YOUR SITUATION, DO NOT RESPOND. Please CHECK the following which apply to you.

TEACHING MAINLY:

- ☐ Day time
- ☐ Evening
- ☐ Weekend
- ☐ Full-time
- ☐ Part-time

BCC CLASSES CONDUCTED ON:

- ☐ North Campus
- ☐ Central Campus
- ☐ Fort Lauderdale Center
- ☐ South Campus

DEPARTMENT AFFILIATION:

- ☐ Aviation
- ☐ Automotive Technology
- ☐ Behavioral Science
- ☐ Biology
- ☐ Business Administration
- ☐ Communications
- ☐ Computer Science
- ☐ Continuing Education
- ☐ Cooperative Education
- ☐ Criminal Justice
- ☐ Dental
- ☐ Emergency Medical Tech
- ☐ Engineering Technology
- ☐ English
- ☐ ESL
- ☐ Fine Arts
- ☐ HPRD
- ☐ Humanities
- ☐ Journalism
- ☐ Legal Assisting
- ☐ Mathematics
- ☐ Medical Assisting
- ☐ Nursing
- ☐ Office Careers
- ☐ Physical Science
- ☐ Physical Therapy
- ☐ Radiology
- ☐ Repiratory Therapy
- ☐ Speech
- ☐ Science
- ☐ Social Science
- ☐ Other

FOOD SERVICES

Please CHECK your response. (IF ANY QUESTIONS ARE NOT APPROPRIATE, PLEASE GO ON TO THE NEXT QUESTION.)

1. How often do you purchase a meal on campus each month?

☐ Never ☐ Once or two times a month ☐ Once a week ☐ Two or three times a week

2. What changes would encourage you to buy **more** meals on campus each month?

- ☐ Different kinds of food (list below under "Suggestions & Comments")
- ☐ Lower prices
- ☐ Extended operating hours for lunch
- ☐ Extended operating hours in the evenings
- ☐ Extended operating hours on weekends
- ☐ More advertising, marketing
- ☐ None
- ☐ Other _____

Please rate your campus food service operation by CIRCLING the appropriate response.

3. FOOD (RATING: 1 - Poor; 7 - Excellent)

Overall Quality	1	2	3	4	5	6	7	Variety of food offered	1	2	3	4	5	6	7
Taste and flavor	1	2	3	4	5	6	7	Temperature of hot food	1	2	3	4	5	6	7
Price and value	1	2	3	4	5	6	7	Temperature of cold food	1	2	3	4	5	6	7
Appearance of food offerings	1	2	3	4	5	6	7								

4. SERVICE

Speed of service	1	2	3	4	5	6	7	Friendliness of service personnel	1	2	3	4	5	6	7
Courtesy and helpfulness of service personnel	1	2	3	4	5	6	7	Appearance of service personnel	1	2	3	4	5	6	7

5. PLACE/ATMOSPHERE

Attractiveness of food display	1	2	3	4	5	6	7	Appearance of serving area	1	2	3	4	5	6	7
Cleanliness of serving area	1	2	3	4	5	6	7	Appearance of dining area	1	2	3	4	5	6	7
Cleanliness of dining area	1	2	3	4	5	6	7	Atmosphere of dining area	1	2	3	4	5	6	7

6. OVERALL RATING

Overall value: getting what you pay for	1	2	3	4	5	6	7	My general feeling is that this food service is	1	2	3	4	5	6	7
For my needs, the hours of operation are	1	2	3	4	5	6	7								

7. SUGGESTIONS/COMMENTS: (such as types of food you would like to see offered) _____

BOOKSTORE SERVICES

Please CHECK your response. (IF ANY QUESTIONS ARE NOT APPROPRIATE, PLEASE GO ON TO THE NEXT QUESTION.)

1. How often do you browse/shop at your bookstore?

☐ Daily ☐ 7-9 times per semester ☐ Other _____
☐ 1-3 times per semester ☐ 10-12 times per semester _____
☐ 4-6 times per semester ☐ 13-15 times per semester _____

2. What has been your experience with textbooks for your classes?

☐ All my textbooks have arrived on time. ☐ My texts typically arrive during the first week of class and cause few problems.
☐ Occasionally a text has arrived late. ☐ My texts typically arrive late and cause severe problems.

3. How would you describe the prices of the following:

Supplies:	☐ Too high	☐ High	☐ About right	☐ Below average
Used Texts:	☐ Too high	☐ High	☐ About right	☐ Below average
New Texts:	☐ Too high	☐ High	☐ About right	☐ Below average

Use the following scale to respond to Question 4. CIRCLE the appropriate number.

4. Rate your campus Bookstore on: (RATING: 1 - Poor; 5 - Excellent)

Providing textbooks and supplies	1	2	3	4	5	Courtesy of staff	1	2	3	4	5
Reordering textbooks	1	2	3	4	5	Salespeople's knowledge	1	2	3	4	5
Resolving any problems	1	2	3	4	5	Salespeople's helpfulness	1	2	3	4	5
Assistance on telephone	1	2	3	4	5	Communicating with campus personnel	1	2	3	4	5

5. Do you understand the difference between **REFUND POLICY** for the return of books purchased for the current term and the **BUYBACK POLICY** for used books? ☐ YES ☐ NO

6. Do you think your campus bookstore's **REFUND POLICY** is fair? ☐ YES ☐ NO

7. Do you feel secure shopping at your bookstore after dark? ☐ YES ☐ NO

8. Are you sufficiently aware of your campus bookstore's hours so that you can inform others of the specific times when it is open? ☐ YES ☐ NO

9. Do your campus bookstore's hours meet your needs? ☐ YES ☐ NO
If NO, what hours would you recommend? _____

10. Are you aware of the appropriate procedure for securing desk copies from your department head? ☐ YES ☐ NO

11. Additional comments about your bookstore _____

LIBRARY SERVICES

Please CHECK your response. (IF ANY QUESTIONS ARE NOT APPROPRIATE, PLEASE GO ON TO THE NEXT QUESTION.)

1. Do your courses typically involve use of the library? ☐ YES ☐ NO

2. Are the books sufficient to complete assignments? ☐ YES ☐ NO
If NO, what areas are deficient? _____

3. Are the magazines sufficient to complete assignments? ☐ YES ☐ NO
If NO, what areas are deficient? _____

4. Have you asked for assistance in using library's resources? ☐ YES ☐ NO
If YES, was that assistance provided courteously? ☐ YES ☐ NO
Was that assistance helpful to you? ☐ YES ☐ NO

5. Are your campus library hours sufficient to meet your needs? ☐ YES ☐ NO
If NO, when would you like the library open? _____

6. Is the atmosphere in the library conducive to using the materials? ☐ YES ☐ NO
   If NO, why not? _____

7. Do you use other area libraries for course assignments? ☐ YES ☐ NO
   Which ones? _____
   Primary reason for using them _____

8. Based upon your own experiences, please rate the overall quality of your campus library in the following areas: (Please CIRCLE)

Book Collection	Excellent	Good	Fair	Poor
Periodical Collection	Excellent	Good	Fair	Poor
Staff	Excellent	Good	Fair	Poor
Facilities	Excellent	Good	Fair	Poor

9. How important to your coursework is each of the following:
   (RATING: 1 - Not Important; 2 - Somewhat important; 3 - Very Important)

Card Catalog	1	2	3	Career Library	1	2	3
Periodical Indexes	1	2	3	Reserve Collection	1	2	3
Vertical Indexes	1	2	3				

10. Additional comments about your library _____

_____

_____

LEARNING RESOURCES CENTER

Please CHECK your response. (IF ANY QUESTIONS ARE NOT APPROPRIATE, PLEASE GO ON TO THE NEXT QUESTION.)

1. Are the hours that your campus Learning Resources Center is open sufficient to meet your needs? ☐ YES ☐ NO

2. Are the hours that your campus Learning Laboratory is open sufficient to meet the needs of your students? ☐ YES ☐ NO

3. Is the film/videotape collection adequate to meet your needs? ☐ YES ☐ NO
   If NO, in what areas would you like to secure additional programs? _____

4. Is your campus Learning Laboratory materials collections sufficient to meet the needs of you and your students? ☐ YES ☐ NO
   If NO, what areas would you like to see expanded? _____
   _____

5. Based upon your own experiences, please rate the overall quality of your campus Learning Lab in the following areas: (Please CIRCLE)

Materials Collection	Excellent	Good	Fair	Poor
Equipment	Excellent	Good	Fair	Poor
Staff	Excellent	Good	Fair	Poor
Facilities	Excellent	Good	Fair	Poor

6. Please rate the following services: (Please CIRCLE)

Attitude of personnel	Excellent	Good	Fair	Poor
Acquisition and scheduling of films	Excellent	Good	Fair	Poor
Scheduling AV equipment/materials	Excellent	Good	Fair	Poor
Delivery of AV equipment/materials	Excellent	Good	Fair	Poor
Condition of classroom AV equipment	Excellent	Good	Fair	Poor
Photography services	Excellent	Good	Fair	Poor
Media production services	Excellent	Good	Fair	Poor
Video production services	Excellent	Good	Fair	Poor
Audio tape production services	Excellent	Good	Fair	Poor
Proctoring make-up tests (South only)	Excellent	Good	Fair	Poor
Scheduling closed circuit TV	Excellent	Good	Fair	Poor
Quality of closed circuit TV	Excellent	Good	Fair	Poor

IF you have experienced POOR quality closed circuit TV reception, please identify the buildings and rooms involved. _____

7. Additional comments about your campus Learning Resources Center _____

_____

_____

THANK YOU FOR RESPONDING TO THIS SURVEY!
Your assistance is greatly appreciated.

Appendix 6

EDUCATIONAL PLANNING COMMITTEE

1988-89 TIMELINE

September -- December

PHASE I: **EXPLORATION**

- Initial discussion of process and product
- Review of available plans

January -- April

PHASE II: **FOCUS**

- Identification of assumptions
- Preparation of model for planning

1989-90

September - May

PHASE III: **DEVELOPMENT**

- Establishment of standing committee
- Implementation of process for planning
- Development of Educational Plan
- Use of Educational Plan in budgeting process

INSTITUTIONAL RESEARCH

Report Abstract

College Preparatory Reading Instruction
and Subsequent Effects on College-level Course Work

RR88-21 November 1, 1988

As reported in RR88-20, college preparatory instruction in the areas of reading, writing and mathematics tends to increase the likelihood of satisfactory performance in college-level corollary courses, especially among those who perform well in the preparatory courses. However, as noted in the previous report, the number of students enrolled in college preparatory reading who went on to take the college-level corollary REA1105 was less than 10%. Because of the small numbers involved in the previous analysis, and because concern was expressed that a deficiency in reading might affect performance in other areas of study, analysis of the effects of college preparatory reading courses on mathematics and writing was undertaken.

This study focused on the effects of REA0005 on both college preparatory mathematics (MAT0024) and college-level writing (ENC1101). Analysis was performed examining those students who took REA0005 prior to enrollment in writing or mathematics, as well as those who deferred REA0005 until a term subsequent to or simultaneous with enrollment in ENC1101 or MAT0024. These particular courses were chosen largely due to their availability in the longitudinal research database. In order to obtain an adequate number of students for the study, the 1985, 1986 and 1987 fall cohorts were combined. Additionally, the analysis was performed using the population of all campuses, rather than each campus individually.

As expected, college preparatory reading was related to mathematics and writing; however the results did not appear to confirm the idea that early enrollment in REA0005 increases the probability of success in later courses. As Table 1 shows, the relationship between prior performance in REA0005 and performance in MAT0024 is in the expected direction, with those students receiving A's in REA0005 more likely to do well in MAT0024 than those receiving B's or C's. However, the overall success rate for those passing students was still less than 25%. Unexpectedly, those students who had deferred enrollment in REA0005 had an overall passing rate of more than 31% in MAT0024. It should be noted that enrollment in either REA0005 or MAT0024 is presumably due to a deficiency in that area, although placement scores were not considered.

In Table 2, the effects of reading preparatory instruction on college-level writing are shown. Not surprisingly, the relationship between reading and writing appears to be somewhat stronger than that between reading and mathematics. Over 60% of students with a prior enrollment in REA0005 succeeded in ENC1101. Again, the better the performance in REA0005, the more likely that students will be successful in ENC1101; more than 65% of those who were successful in reading were also successful in college-level writing. However, as in the case of mathematics, it was found that over 68% of those students not yet enrolled in REA0005 passed ENC1101. This suggests that deferring enrollment in REA0005 may not necessarily decrease chances of success in college-level writing.

These results are somewhat puzzling, and in an attempt to understand them, two explanations have been considered. The first explanation of these effects takes into consideration the possibility that students who are fearful of performing poorly in a course will tend to postpone enrollment in that course. If this principle is operating, one would expect to find that those students who postpone MAT0024 tend to be less prepared to succeed in the course regardless of their prior enrollment in REA0005. By the same logic, those students who postpone college-level writing until after completion of REA0005 may be more seriously deficient in writing skills than those who choose to enroll in ENC1101 prior to completion of REA0005.

This leads to a second possible explanation. It may be that those students who enroll in REA0005 early (whether by personal choice or encouragement by advisement) are those most seriously deficient in reading skills, and therefore less likely to perform well in related courses even after completion of college preparatory reading. This would tend to result in those students with less severe reading deficiencies postponing enrollment in REA0005, and doing somewhat better in related courses because of a greater initial proficiency in reading.

In summary, this report does not enable one to conclude that previous enrollment in college preparatory reading will ensure better performance in other courses, or that a lack of preparatory reading instruction will be detrimental to performance in other courses. These results may suggest, however, that there are other factors which apparently affect student performance in mathematics. Among these may be student understanding of mathematic principles based on prior course experience or strategies of instructional delivery. Any further studies should take into consideration student performance on placement exams, prior enrollment in other preparatory courses, and instructional strategies in course material presentation. It would also be useful to determine to what degree students are more strongly counseled to enroll early in REA0005 when their deficiencies in reading are extreme.

Table 1

College Preparatory and College-level
Course Performance - Mathematics
All Campuses, '85,'86,'87 Fall Cohorts

Students who took REA005 before MAT0024

REA0005 GRADES	MAT0024 GRADES A N	B N	C N	*Less Than Satisfactory N	%	Row Totals N	%
A	5	5	7	23	57.50%	40	13.29%
B	1	4	23	68	70.83%	96	31.89%
C	1	4	5	78	88.64%	88	29.24%
Total Satisfactory	7	13	35	169	75.45%	224	74.42%
*Less than Satisfactory	2	3	7	65	84.42%	77	25.58%
Column Total	9	16	42	234	77.74%	301	100.00%
No Prior REA0005	30	74	106	465	68.89%	675	100.00%

*Includes grades of D, F, XF, I, W, NR, NG

22.26% of those in REA0005 before did satisfactorily in MAT0024.
77.74% of those in REA0005 before did LTS in MAT0024.
75.45% of ABC's in REA005 before did LTS in MAT0024.
57.5% of A's in REA0005 before did LTS in MAT0024.
70.83% of B's in REA0005 before did LTS in MAT0024.
88.64% of C's in REA0005 before did LTS in MAT0024.
24.55% of ABC's in REA0005 before did Satisfactorily in MAT0024.
15.58% of LTS in REA005 before did Satisfactorily in MAT0024.
31.1% of those not in REA0005 before did satisfactorily in MAT0024.

Table 2

College Preparatory and College-level
Course Performance - Writing
All Campuses, '85,'86,'87 Fall Cohorts

Students who took REA005 before taking ENC1101

REA0005 GRADES	ENC1101 GRADES A N	B N	C N	D N	*Less Than Satisfactory N	%	Row Totals N	%
A	7	19	19	5	22	30.56%	72	11.96%
B	11	35	86	16	68	31.48%	216	35.88%
C	1	25	53	29	73	40.33%	181	30.07%
Total Satisfactory:	19	79	158	50	163	34.75%	469	77.91%
**Less than Satisfactory:	3	6	38	13	73	54.89%	133	22.09%
Column Total:	22	85	196	63	236	39.20%	602	100.00%
No Prior REA0005	15	84	104	41	112	31.46%	356	100.00%

*Includes grades of F, XF, I, W, NR, NG
**Includes grades of D, F, XF, I, W, NR, NG

60.80% of those in REA0005 before did satisfactorily in ENC1101
39.2% of those in REA0005 before did LTS in ENC1101
34.75% of ABC's in REA005 before did LTS in ENC1101
30.56% of A's in REA0005 before did LTS in ENC1101
31.48% of B's in REA0005 before did LTS in ENC1101
40.33% of C's in REA0005 before did LTS in ENC1101
65.25% of ABC's in REA0005 before did Satisfactorily in ENC1101
45.11% of LTS in REA005 before did Satisfactorily in ENC1101
68.54% of those not in REA0005 before did satisfactorily in ENC1101

CONNECTIONS

MAY 1989

NEWSLETTER OF THE INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT PROJECT

COURSE OUTLINE REVIEW

Term II was an extremely productive period for the Course Outline Review Project. An additional 200 outlines were sent to holders of red binders for a current total of 264 completed outlines distributed. Twenty more completed outlines await duplication and distribution, and another 100 are in draft form and caught up in the process of faculty review.

As part of this Course Outline Review Project, department heads and curriculum directors have delected or inactivated 84 courses.

CULTURAL ACTIVITIES TASK FORCE

On May 9, the president accepted the final report of the Cultural Affairs Task Force, which was chaired by Dr. Lee Barrow, Head of the Fine Arts Department on Central Campus.

That report sets up the following expected results for staff responsible for cultural affairs programming:

1. To identify academic and community needs.
2. To provide a broad spectrum of cultural activities.
3. To coodinate all cultural activities to maximize use of facilities, personnel, and resources.
4. To promote the cultural arts within the institution and throughout the community.
5. To integrate to the extent possible academic and community cultural activities.
6. To supplement current resources by pursuing external funding in the support of cultural activities.
7. To assess periodically the success of cultural offerings.

The task force also developed 9 questions to be added to the Student Survey of Campus Services. Results of that survey are to be distributed to Fine Arts Department Heads, the Cultural Events Director, the Cultural Arts Coordinators, the Dean of Business, and the Gallery Director; published in this newsletter; and incorporated in the planning process.

The group also recommended that guidelines be developed for the evaluation of cultural events and that the College designate and compensate specific personnel to seek external funding for cultural activities.

Additional recommendations focus on publicizing cultural activities through the Student Handbook, the Student Activities calendar, and the Observer and on the need to focus on emphasizing that the Office of Cultural Affairs be perceived as a college-wide entity despite its location on Central Campus.

BUSINESS AFFAIRS TASK FORCE REPORTS

Earlier this month the president accepted the final reports from two groups in Business Affairs: the Purchasing Task Force and the Printing and Graphic Arts Task Force.

Chaired by Ms. Linda McGuire of the Bursar's Office on Central Campus,

the Purchasing Task Force set up the following expected results for that department:

1. To develop a cooperative relationship between Purchasing and the department being served.
2. To communicate purchasing requirements and necessary time frames to appropirate individuals in the college.
3. To disseminate information regarding lower prices on comparable merchandise.
4. To obtain maximum savings through innovative buying and application of value analysis technique.
5. To purchase at the lowest available price that is consistent with quality, performance, and delivery requirements.
6. To open departmental files for the annual state auditor's visit and respond to any "exceptions" noted in the auditor's report.
7. To notify the Board of Trustees of bids and bid waivers at their monthly meetings by preparing the bid documents for the Board packet, assembling back-up materials to be handed out, and making an oral presentation.

To improve users' understanding of purchasing procedures, the task force recommended the development of two graphics -- one to track a P.O. through the system and one to illustrate time frames for various types of purchases -- to be distributed widely and also included in the handbook being developed for secretaries.

The task force also endorsed the continuation of the semiannual meetings of the Vice President of Business Affairs, the Director of Purchasing, and the department heads to assess the performance of the Purchasing Department.

Mr. Jerry Elam of the Journalism Department on North Campus chaired the Printing and Graphic Arts Task Force, which set up the following expected results for the Printing and Graphics Arts staff:

1. To develop a cooperative relationship between Printing and Graphic Arts and the department being served.
2. To communicate Printing and Graphic Arts requirements and necessary time frames to appropriate individuals in the College.
3. To photocopy documents for instruction, administrative support, and student activities when a minimum of 20 copies is required of each original and a mininum of 250 copies is required per job.
4. Enhance the text of flyers, brochures, pamphlets, reports, etc., by formatting and illustrating them in an esthetically pleasing manner.
5. Typeset flyers, brochures, pamphlets, reports, etc., for printing.
6. Print flyers, brochures, pamphlets, reports, etc., in an attractive combination of ink and paper colors.
7. Arrange to send printed documents off campus when binding or other services not available in Printing and Graphic Arts are required and advise requestors when printing must be procured off-campus through the Purchasing Department.
8. Coordinate priorities for production schedule for various college functions with the aid of the office of the Vice President for Business Affairs when problems arise due to conflicting priorities.

This task force also developed 9 questions to be added to the Faculty/Administrator Survey of Campus Services, the results of which are to be publicized through this newsletter and reviewed as part of the department's ongoing planning process.

Additional recommendations focus on the development of a brochure and the investigation of the potential benefits for easing the typesetting workload in the department afforded by the desktop publishing operation in the journalism departments on the campuses.

ERIC Clearinghouse for Junior Colleges JUL 21 1989